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ABSTRACT

A consortium of five school districts in the Salem, Oregon area was formed to develop exploratory career development programs in industrial arts for grades 7-10. Alternate career development models, complete with program goals and student performance objectives and activities, were specified during phase 1. During phase 2, each district prepared and implemented instructional materials blending career development task with industrial arts laboratory experiences. These career development materials are appended to the report. One sample set of learning activities relates to the following categories: locating job possibilities, understanding yourself, exploring the job market, locating career information, setting career goals, applying for a job, getting along on the job, and the world of work. Other appended sample activities pertain to self-appraisal, job interests, preparation requirements, job application, and other work-related concepts. Each learning activity consists of student objectives and a list of resources as well as information sheets and student work sheets. (NJ)

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FINAL REPORT

CONSORTIUM FOR PLANNING, DEVELOPING, AND IMPLEMENTING EXPLORATORY INDUSTRIAL CAREER DEVELOPMENT MODELS

Project Number RE-3-74

Grant Number 50-004-069

PROJECT DIRECTOR
LARRY J. KENNEKE

OREGON STATE UNIVERSITY
CORVALLIS, OREGON

September 30, 1975

STATE DEPARTMENT OF EDUCATION
COMMUNITY COLLEGES AND CAREER EDUCATION

EXEMPLARY

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Career Development Materials

Albany

Ashland

Klamath Falls

Philomath

ABSTRACT

TITLE: Consortium for Planning, Developing, and Implementing Exploratory Industrial Career Development Models

INSTITUTION: Oregon State University

PROJECT DIRECTOR: Larry J. Kenneke

Address: Industrial Education
Batcheller Hall 301
Corvallis, Oregon 97331

Telephone: 754-2733

PROJECT DURATION: July 1, 1973 through June 30, 1975

COSTS:	Federal	Local	Other	Total
Phase I	$12,498	$2,310	$6,125	$20,933
Phase II	13,160	100	6,200	19,460

NUMBER OF STUDENTS AFFECTED: Phase I: 25
Phase II: 500

NUMBER OF STAFF INVOLVED: Phase I: 30
Phase II: 60

PROJECT DESCRIPTION:

In order to facilitate revision and modification of industrial arts programs, a consortium of five school districts was formed and funded during the 1974-75 fiscal year. Industrial arts teachers and related personnel representing Albany, Ashland, Klamath Falls, Philomath, and Salem worked collectively to develop appropriate exploratory industrial career development programs (grades 7-10). A second year was devoted to development and implementation of selected career development materials.

PURPOSE:

The purpose of this project was to provide classroom teachers with several alternate program models with accompanying materials which provide guidelines and give impetus to career development activities for industrial arts students in the middle grades.

PROCEDURES AND OUTCOMES:

Alternate career development models, complete with program goals, student performance objectives, and activities, were specified during Phase I. During Phase II, each district prepared and implemented instructional materials which blended career development tasks with industrial arts laboratory experiences.

Major staff development sessions were held bi-monthly in various locations throughout the state. Approximately 190 hours of staff inservice was planned and conducted.

Outcomes in participating schools: (1) Each school developed a program model with supporting materials. (2) All industrial arts staff have been involved. (3) Five hundred students have been affected by the project. (4) Selected project materials have been implmented in an ongoing fashion in each school.

A. BACKGROUND AND INSTRUCTION

EDUCATIONAL SETTING

Model career awareness and occupational cluster programs have been developed and successfully implemented in numerous Oregon schools. However, exploratory career programs have not reached such levels of implementation. This is particularly true of industrial arts programs. Few industrial arts programs provide students with the opportunities to explore all occupational clusters, or assure that boys and girls have laboratory experiences which are related to the world of work.

In order to facilitate revision and modification of industrial arts programs, a consortium of five public schools was formed and funded by the Oregon State Department of Education during the period beginning July 1, 1973 and ending on June 30, 1975. Personnel representing Ashland, Albany, Klamath Falls, Philomath, and Salem worked collectively to develop appropriate exploratory career development programs (grades 7-10). Their purpose was to develop alternate program models which provide guidelines and give impetus to exploration of industrial careers in the school shop. Approximately 500 students and 75 staff have been affected by the project.

GOALS AND OBJECTIVES

The long-range plan called for a three-year consortium of public school districts, whose purpose was to design several alternate program models with accompanying materials. Funding was reduced to just two years. Phase I dealt with the conceptualization of alternate industrial career development models. Phase II activities dealt with the further development and selected testing of Phase I materials. It further emphasized inservice professional development for cooperating public school staff.

The short-range goals were designed to:

1. Develop appropriate instructional materials for each program model in sufficient quantity to facilitate testing and revision.

2. Develop and initiate systematic staff development programs.
3. Provide for external evaluation.
4. Prepare and distribute a report of project activities.
5. Continue to seek guidance and direction of steering committee

Specific objectives were concerned with:

1. Conversion of occupational content and instructional components into useable teaching-learning materials.
2. Preparation of appropriate supporting materials.
3. Pretesting selected instructional materials in participating school.
4. Systematic evaluation of instructional materials.
5. Revision of teaching-learning materials.
6. Systematic personnel development sessions.

B. MAJOR ACCOMPLISHMENTS

STAFF DEVELOPMENT (COMPONENT I)

A systematic staff development program was developed and initiated for purposes of instructional materials development, pilot testing, and revision. Consortium participants attended orientation sessions wherein they learned of the purpose, scope, and sequence of the project. Three one-day work sessions were devoted to helping participants identify possible approaches to instructional material development. Monthly project meetings were held to discuss and monitor progress of each district's efforts.

Day-long group work sessions were held in the following locations:

Ponderosa Junior High School, Klamath Falls
Pilot Butte Junior High School, Bend
Philomath Middle School, Philomath
Cascade Junior-Senior High School, Turner
Leslie Junior High School, Salem

Oregon State Department of Education, Salem

Roosevelt Junior High School, Eugene.

Collin Kelley Junior High School, Springfield

Neil Armstrong Junior High School, Forest Grove

Mount Tabor Elementary School, Portland

Thurston High School, Springfield

Grants Pass High School, Grants Pass

Lane Community College, Eugene

Ashland Junior High School, Ashland

Mazama Mid High School, Klamath Falls

Calapooya Junior High School, Albany

Oregon Industrial Education Association Fall Conference, Portland

Oregon Industrial Education Association Spring Conference, Corvallis

American Industrial Arts Association National Convention, Seattle.

Such sessions were held for the purposes of stimulating professional growth and development of project participants. The sessions were rated as being very beneficial by all in attendance.

CURRICULUM DEVELOPMENT (COMPONENT II)

Appropriate instructional models were developed for each program model. They were developed in sufficient quantity to facilitate pilot testing and revision. Occupational content and instructional components identified in Phase I were converted into useable teaching-learning materials. Appropriate supporting materials, such as resource and media lists, books, etc., were developed and/or identified. Provisions were made for exceptional youth through identification and selection of components and materials suitable for youngsters who possess academic, socioeconomic, physical, and other handicaps.

Each of the participating schools has implemented selected teaching-learning materials. Feedback has been received from students and appropriate changes made in the materials. Since the

project was not funded for a third phase as requested, indepth analysis of materials was not possible. See appendix for examples of materials resulting from project activity.

Those personnel who were most influential in generating program models and teaching-learning materials were:

Eugene Freeman, Albany
Lee Blattner, Albany
Jim Grossnicklaus, Albany
Mike Wilson, Ashland
Leon Olson, Ashland
Robert Welzbacker, Klamath Falls
Bill Byrne, Klamath Falls
Keith Bayne, Klamath Falls
Harry Crosby, Klamath Falls
Jim Miller, Philomath
Wayne Kreger, Philomath

ADMINISTRATIVE REQUIREMENTS (COMPONENT III)

Project effort was given thrust and direction through the use of an executive steering committee, whose membership consisted of:

Gina Andreason, Albany
Keith Bayne, Klamath Falls
Harry Crosby, Klamath Falls
James Grossnicklaus, Albany
Wayne Kreger, Philomath
Leon Olson, Ashland
Frank Schoonover, Albany.

Among its many recommendations, the committee suggested that Salem withdraw from the project, as their personnel were finding it extremely difficult to meet deadlines.

External evaluation project effort was conducted with the aid and expertise of a team of independent evaluators. Program models and teaching-learning materials were examined for their compatability with current career development theory and practice. Those who performed these tasks included:

Gene Kelly (Chairman), Turner
Tom Craig, Corvallis
John Hamilton, Junction City
Lou Hammer, Eugene
Terry Kline, Salem
Herbert Shearmeyer, Portland.

Finally, a report of project activity was prepared and distributed to interested parties.

C. PROJECT EVALUATION

August 28, 1975

Dr. Larry J. Kenneke, Assistant Professor
Department of Industrial Education
Oregon State University
Corvallis, Oregon 97331

Dear Dr. Kenneke:

I have taken the opportunity to review the materials produced as a result of the Exploratory Industrial Career Developmet Model Consortuim. Comments in the review are related to the curricula materials which you sent plus a summary of the project to date.

CURRICULA MATERIALS:

The schedule for phase II of the project indicates that curriculum in each school would be fully developed. Outlines, learning modules plans, competency lists, and evaluation instruments were to be completed and ready for use.

Review of materials indicates that the four Consortuim participants have developed curricula materials to meet plans for phase II. Each participant utilized job sheets as the primary means of organizing learning activities. In addition, the Albany system employed a student performance record to assist in maintaining direction and control.

Earlier comments relative to curricala materials produced by the Consortuim pointed out a need to stress the attitude, habit, inter-personal relationship areas of career exploration. From the review of these latest materials, it is apparent that these areas have been strengthened.

PROJECT SUMMARY:

This project, which was organized as a three year, three phase program, has been successful in accomplishing most of the original purposes and objectives. The intent was to develop five alternative models to career exporation. Four alternatives have been accomplished with one Consortuim participant dropping out.

Activities called for the participants to visit various schools in order to gather ideas, to share ideas, and to develop methods and patters to fit each participant's respective school. These activities were fruitful in accomplishing stated objectives.

Another component of this project was to disseminate information to other districts so that others could gain from project accomplishments. Dissemination was partially accomplished through sessions conducted during professional inservice days and conferences. Even though Phase III has not been funded, it appears other schools will derive benefits from this project.

I share the Consortuim participant's enthusiasm for the accomplishments derived as a result of this project. Each of the individuals associated with it deserve acknowledgement for their contributions.

Sincerely,

Gene J. Kelly

GENE KELLY, Project Evaluator

CC: John Fessant

D. SUMMARY AND CONCLUSIONS

Four school districts (Albany, Ashland, Klamath Falls, and Philomath) succeeded in developing workable program models and instructional materials. Each district developed at least ten career development activities which could be carried out in the industrial arts laboratory. Examples of each are given in the Appendix. The materials were pretested in the districts and revisions were made based upon student and external evaluator's comments. Modified career development activities are currently an integral part of each district's industrial arts program.

The findings of this project suggest that program models and accompanying teaching-learning materials which facilitate career development can be successfully developed and implemented in middle grade industrial arts programs.

E. BUDGET RECAPITULATION AS OF SEPTEMBER 15, 1975

TITLE OF PROJECT _____

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. Personnel--Including Employee Benefits			
1) Staff--List Names			
Sturm, Dieter.....$3,000.00			
Nielsen, Thorolf...$3,533.00	$6,533.00		$6,533.00
Hamilton, Jacque... $636.00	$636.00		$636.00
2) Consultants--List Names			
Eugene Kelly..... $150.00			
Tom Craig..... $50.00			
Herb Nicholson..... $120.00			
John Hamilton..... $100.00	$420.00		$420.00
Employee Services and Benefits	$1,627.04		$1,627.04
B. Travel	$2,602.51		$2,602.51
C. Services--Please Specify			
D. Supplies			
Postage..... $45.00			
Duplicating..... $321.64			
Communications.....			
Paper, duplicating. $100.00	$466.64	$100.00	$366.64
E. Equipment--Use only when appropriate			
F. Other Costs			
Indirect Costs	$974.81		$974.81
Cost Sharing (percent)			
Column Totals	$13,260.00	$100.00	$13,160.00

Revised 5/27/75

F. RECOMMENDATIONS

The project was undertaken to fill a gap which existed between career awareness and occupational cluster programs. Model career exploration programs and materials were developed for the middle grades through the formation of a consortium of five public school districts. Theri purpose was to develop alternate program models and teaching-learning materials. They did so through a systematic inservice program over the past two years.

It is recommended that further consideration be given to:

1. The formation of an interdisciplinary consortium to continue the work started here.
2. The allocation of human and economic resources for purposes of exploratory materials dissemination.
3. A comprehensive follow-up of the four schools which developed and implemented materials.

ALBANY

STUDENT PERFORMANCE RECORD (CAREERS)

NAME _____ CLASS _____

SCHOOL _____ PERIOD _____

FILL IN THE CIRCLE AFTER YOU HAVE COMPLETED THE TASK. EXAMPLE: 0 13.1 CAREER PLAN

9.0 LOCATING JOB POSSIBILITIES

0 9.1 KEY JOBS IN THE AGRICULTURE CLUSTER
0 9.2 KEY JOBS IN THE METALS CLUSTER
0 9.3 KEY JOBS IN THE MECHANICS CLUSTER
0 9.4 KEY JOBS IN THE FOREST PRODUCTS CLUSTER
0 9.5 KEY JOBS IN THE ELECTRICAL CLUSTER
0 9.6 KEY JOBS IN THE CONSTRUCTION CLUSTER
0 9.7 KEY JOBS IN OTHER CLUSTERS
0

10.0 UNDERSTANDING YOURSELF

0 10.1 PERSONAL GOALS
0 10.2 INTERESTS
0 10.3 APTITUDES
0 10.4 ATTITUDES
0 10.5 TEMPERAMENTS
0 10.6 EDUCATIONAL BACKGROUND
0 10.7 WORK EXPERIENCE
0 10.8 FAMILY BACKGROUND
0

11.0 EXPLORING THE JOB MARKET

0 11.1 JOBS RELATED TO THIS PROJECT
0 11.2 JOBS IN THIS TOWN
0 11.3 JOBS IN THIS SCHOOL DISTRICT
0 11.4 JOBS IN THIS STATE
0 11.5 NATIONWIDE JOB OPENINGS
0 11.6 WORLDWIDE JOB OPENINGS
0 11.7 ADVANCEMENT OPPORTUNITIES
0 11.8 EMPLOYMENT TRENDS
0

12.0 LOCATING CAREER INFORMATION

0 12.1 OCCUPATIONAL OUTLOOK HANDBOOK
0 12.2 DICTIONARY OF OCCUPATIONAL TITLES 1,2
0 12.3 ENCYCLOPEDIA OF CAREERS
0 12.4 HANDBOOK OF JOB FACTS
0 12.5 EMPLOYMENT SERVICE BULLETINS
0 12.6 EMPLOYMENT OFFICE
0 12.7 WORKERS
0 12.8 EMPLOYERS
0

13.0 SETTING CAREER GOALS

0 13.1 CAREER PLAN
0 13.2 PERSONAL DATA SHEET
0 13.3 JOB TRAINING TIME
0 13.4 APPRENTICESHIP REQUIREMENTS
0 13.5 SPECIAL CAREER PREPARATION
0 13.6 GENERAL EDUCATIONAL REQ.
0 13.7 TRADE/TECHNICAL SCHOOLS
0 13.8 COMMUNITY COLLEGES
0 13.9 MILITARY TRAINING PROGRAMS
0 13.10 COLLEGES/UNIVERSITIES
0 13.11 HIGH SCHOOL COURSES
0 13.12 JOB TRAINING COSTS
0 13.13 ADMISSION REQUIREMENTS
0

14.0 APPLYING FOR A JOB

0 14.1 LETTER OF APPLICATION
0 14.2 PERSONAL RESUME
0 14.3 JOB APPLICATION
0 14.4 JOB INTERVIEW
0 14.5 SOCIAL SECURITY APPLICATION
0 14.6 W - 4 FORM
0

15.0 GETTING ALONG ON THE JOB

0 15.1 QUALITY & QUANTITY OF YOUR WORK
0 15.2 RESPECT FOR OTHERS
0 15.3 DEPENDABILITY
0 15.4 ATTITUDE & COOPERATION
0 15.5 TEAMWORK
0 15.6 LOYALTY
0

16.0 THE WORLD OF WORK

0 16.1 SUPPLY & DEMAND
0 16.2 BUSINESS SUCCESS & FAILURE
0 16.3 BUSINESS & PERSONAL PRODUCTIVITY
0 16.4 GOVERNMENT & PRIVATE ENTERPRISE
0 16.5 CONSUMERISM
0 16.6 LABOR & MANAGEMENT
0

3/13/75

CAREER ACTIVITIES

	CLUSTER GUIDES	CIS. NEEDLE SORT	OCC. OUTLOOK HANDBOOK	ENCYCLOPEDIA OF CAREERS	DICTIONARY OF OCC. TITLES	HANDBOOK OF JOB FACTS	EMPLOYMENT SERVICE BULLETINS	COLLEGE CATALOGS	H. S. CATALOGS	H. S. CLUSTERS	OCCUPATIONAL PROFILES	ARMED SERVICE INFORMATION	APPRENTICESHIP INFORMATION
.1. LIST FIVE KEY JOBS IN THE OREGON COMMUNICATIONS CAREER CLUSTER.													
.2. LIST FIVE KEY JOBS IN THE OREGON METALS CAREER CLUSTER.													
.3. LIST FIVE KEY JOBS IN THE OREGON MECHANICS CAREER CLUSTER.													
.4. LIST FIVE KEY JOBS IN THE OREGON FOREST PRODUCTS CAREER CLUSTER.													
.5. LIST FIVE KEY JOBS IN THE OREGON ELECTRICAL CAREER CLUSTER.													
.6. LIST FIVE KEY JOBS IN THE OREGON CONSTRUCTION CAREER CLUSTER.													
.7. LIST FIVE KEY JOBS IN THE OREGON CAREER CLUSTER NOT ALREADY RESEARCHED.													

CAREER ACTIVITIES

	CLUSTER GUIDES	CIS. NEEDLE SORT	OCC. OUTLOOK HANDBOOK	ENCYCLOPEDIA OF CAREERS	DICTIONARY OF OCC. TITLES	HANDBOOK OF JOB FACTS	EMPLOYMENT SERVICE BULLETINS	COLLEGE CATALOGS	H. S. CATALOGS	H. S. CLUSTERS	OCCUPATIONAL PROFILES	ARMED SERVICE INFORMATION	APPRENTICESHIP INFORMATION
0.1. DESCRIBE YOUR LIFE GOALS. DESCRIBE THE KIND OF JOB YOU WOULD LIKE TO HAVE, FAMILY LIFE, HOBBIES, AND OTHER THINGS.													
0.2. DESCRIBE THE KINDS OF THINGS YOU LIKE TO DO. DO YOU LIKE TO WORK WITH DATA, PEOPLE, OR THINGS?													
0.3 DESCRIBE THOSE THINGS YOU DO REAL WELL.													
0.4. DESCRIBE YOUR FEELINGS ABOUT SCHOOL AND WORK. HOW DO YOU FEEL ABOUT GETTING TO WORK OR SCHOOL ON TIME, DOING YOUR BEST ON THE JOB, TAKING REST BREAKS, LEAVING SCHOOL OR WORK EARLY, WORKING WITH OTHERS, AND ATTENDANCE AT SCHOOL OR WORK?													
.5. DESCRIBE HOW WELL YOU ADAPT TO FREQUENT CHANGES, REPETITIVE OR CYCLE OPERATIONS, CLOSE SUPERVISION BEING RESPONSIBLE FOR THE ACTIVITIES OF OTHERS, WORKING ALONE, WORKING UNDER STRESS, AND WORKING UNDER PRECISE, SET LIMITS AND TOLERANCES.													
.6. DESCRIBE COURSES YOU HAVE HAD WHICH HAVE HELPED YOU LEARN ABOUT JOBS AND WORK.													
.7. DESCRIBE BOTH PART- AND FULL-TIME WORK EXPERIENCES YOU HAVE HAD AND TELL HOW THEY HAVE HELPED YOU LEARN ABOUT JOBS AND WORK.													
0.8. LIST THE JOBS HELD BY MEMBERS OF YOUR FAMILY AND DESCRIBE WHAT THEY DO IN THESE JOBS.													

CAREER ACTIVITIES

	CLUSTER GUIDES	CIS. NEEDLE SORT	OCC. OUTLOOK HANDBOOK	ENCYCLOPEDIA OF CAREERS	DICTIONARY OF OCC. TITLES	HANDBOOK OF JOB FACTS	EMPLOYMENT SERVICE BULLETINS	COLLEGE CATALOGS	H. S. CATALOGS	H. S. CLUSTERS	OCCUPATIONAL PROFILES	ARMED SERVICE INFORMATION	APPRENTICESHIP INFORMATION
1.1. LIST SEVERAL JOBS WHICH REQUIRE SKILLS AND KNOWLEDGES SIMILAR TO THOSE LEARNED ON THIS PROJECT.													
1.2. LIST SEVERAL JOB OPENINGS IN THIS TOWN WHICH REQUIRE SKILLS AND KNOWLEDGES SIMILAR TO THOSE LEARNED IN THIS CLASS.													
1.3. LIST SEVERAL JOB OPENINGS IN YOUR SCHOOL BUILDING OR DISTRICT REQUIRING SKILLS AND KNOWLEDGES SIMILAR TO THOSE LEARNED IN THIS CLASS.													
1.4. LIST AND DESCRIBE SEVERAL STATEWIDE JOB OPENINGS REQUIRING SKILLS AND KNOWLEDGES SIMILAR TO THOSE LEARNED IN THIS CLASS.													
1.5. LIST AND DESCRIBE SEVERAL NATIONWIDE JOB OPENINGS REQUIRING SKILLS AND KNOWLEDGES SIMILAR TO THOSE LEARNED IN THIS CLASS.													
1.6. LIST AND DESCRIBE SEVERAL WORLDWIDE JOB OPENINGS WHICH REQUIRE SKILLS AND KNOWLEDGES SIMILAR TO THOSE LEARNED IN THIS CLASS.													
1.7. SELECT A JOB AND LIST ITS OPPORTUNITIES FOR ADVANCEMENT.													
1.8. DESCRIBE THE EMPLOYMENT TRENDS FOR A JOB WHICH INTERESTS YOU.													

CAREER ACTIVITIES

	CLUSTER GUIDES	CIS. NEEDLE SORT	OCC. OUTLOOK HANDBOOK	ENCYCLOPEDIA OF CAREERS	DICTIONARY OF OCC. TITLES	HANDBOOK OF JOB FACTS	EMPLOYMENT SERVICE BULLETINS	COLLEGE CATALOGS	H. S. CATALOGS	H. S. CLUSTERS	OCCUPATIONAL PROFILES	ARM[illegible] SERVICE INFORMATION	APPR[illegible]CESHIP INFORMATION
2.1. USING THE "OCCUPATIONAL OUTLOOK HANDBOOK" AS A RESOURCE, LIST THE SPECIAL ABILITIES AND INTERESTS REQUIRED OF WORKERS EMPLOYED IN A JOB OF YOUR CHOICE.													
2.2. USING THE "CIS" (VOLUMES 1 AND 2) AS A RESOURCE, WRITE OUT THE SPECIAL CAREER TRAINING REQUIREMENTS FOR A SELECTED JOB.													
2.3. USING THE "ENCYCLOPEDIA OF CAREERS" AS A RESOURCE, SELECT A JOB AND WRITE A DESCRIPTION OF THE CONDITIONS UNDER WHICH THE WORK MUST BE PERFORMED.													
2.4. USING THE "HANDBOOK OF JOB FACTS" AS A RESOURCE, WRITE OUT A LIST OF ON-THE-JOB TASKS PERFORMED BY A SELECTED WORKER.													
2.5. USING EMPLOYMENT SERVICE BULLETINS AS A RESOURCE, LIST THE STARTING SALARIES FOR WORKERS IN TWO SELECTED OCCUPATIONS.													
2.6. GO TO YOUR LOCAL EMPLOYMENT OFFICE AND GET A LIST OF JOB OPENINGS WHICH REQUIRE SKILLS SIMILAR TO THOSE USED IN THIS CLASS.													
2.7. INTERVIEW A WORKER EMPLOYED IN A SELECTED JOB AND WRITE OUT HIS JOB JOB SATISFACTIONS AND DISSATISFACTIONS.													
2.8. INTERVIEW A SELECTED EMPLOYER AND WRITE OUT THOSE THINGS HE EXPECTS FROM HIS WORKERS.													

CAREER ACTIVITIES

	CLUSTER GUIDES	CIS. NEEDLE SORT	OCC. OUTLOOK HANDBOOK	ENCYCLOPEDIA OF CAREERS	DICTIONARY OF OCC. TITLES	HANDBOOK OF JOB FACTS	EMPLOYMENT SERVICE BULLETINS	COLLEGE CATALOGS	H. S. CATALOGS	H. S. CLUSTERS	OCCUPATIONAL PROFILES	ARMED SERVICE INFORMATION	APPRENTICESHIP INFORMATION
.1. WRITE OUT A TENTATIVE CAREER PLAN WHICH DESCRIBES YOUR PLANS FOR THE FUTURE, HOW YOU PROPOSE TO GET THERE, AVAILABLE RESOURCES, AND DATES BY WHICH YOU HOPE TO ACHIEVE THESE GOALS.													
.2. WRITE OUT A PERSONAL DATA SHEET WHICH INCLUDES INFORMATION ON PERSONAL ITEMS, EDUCATION, WORK EXPERIENCE, HOBBIES, AND CLUB ACTIVITIES.													
.3. SELECT A JOB AND DESCRIBE THE LENGTH OF TIME IT TAKES TO LEARN HOW TO PERFORM THE WORK.													
.4. SELECT A JOB WHICH REQUIRES A PERIOD OF APPRENTICESHIP AND DESCRIBE THESE REQUIREMENTS.													
.5. WRITE A DESCRIPTION OF THE SPECIAL CAREER PREPARATION REQUIRED IN ORDER TO GET A JOB OF YOUR CHOICE.													
.6. WRITE A DESCRIPTION OF THE GENERAL EDUCATIONAL BACKGROUND REQUIRED OF A PERSON WHO IS EMPLOYED IN A SELECTED JOB.													
.7. LIST THE NAME AND ADDRESSES OF SEVERAL TRADE OR TECHNICAL SCHOOLS WHICH OFFER COURSES LEADING TO JOBS WHICH ARE OF INTEREST TO YOU.													
.8. LIST THE NAME AND ADDRESSES OF SEVERAL COMMUNITY COLLEGES WHICH OFFER COURSES PEREPARING PEOPLE FOR EMPLOYMENT IN JOBS WHICH INTEREST YOU.													
.9. LIST THE NAMES AND ADDRESSES OF SEVERAL BRANCHES OF THE ARMED SERVICES OFFERING COURSES LEADING TO JOBS WHICH INTEREST YOU.													

CAREER ACTIVITIES

	CLUSTER GUIDES	CIS. NEEDLE SORT	OCC. OUTLOOK HANDBOOK	ENCYCLOPEDIA OF CAREERS	DICTIONARY OF OCC. TITLES	HANDBOOK OF JOB FACTS	EMPLOYMENT SERVICE BULLETINS	COLLEGE CATALOGS	H. S. CATALOGS	H. S. CLUSTERS	OCCUPATIONAL PROFILES	ARMED SERVICE INFORMATION	APPRENTICESHIP INFORMATIO
3.10. LIST THE NAMES AND ADDRESSES OF SEVERAL COLLEGES OR UNIVERSITIES OFFERING COURSES LEADING TO JOBS WHICH INTEREST YOU.													
3.11. LIST COURSES IN YOUR SCHOOL DISTRICT WHICH WILL HELP YOU PREPARE FOR A JOB WHICH INTERESTS YOU.													
3.12. SELECT A JOB AND DESCRIBE THE COSTS INVOLVED IN GETTING THE TRAINING REQUIRED FOR EMPLOYMENT.													
3.13. SELECT A JOB AND DESCRIBE THE ENTRANCE REQUIREMENTS TO A TRAINING PROGRAM THAT WILL DEVELOP JOB ENTRY LEVEL SKILLS.													

CAREER ACTIVITIES

	CLUSTER GUIDES	CIS. NEEDLE SORT	OCC. OUTLOOK HANDBOOK	ENCYCLOPEDIA OF CAREERS	DICTIONARY OF OCC. TITLES	HANDBOOK OF JOB FACTS	EMPLOYMENT SERVICE BULLETINS	COLLEGE CATALOGS	H. S. CATALOGS	H. S. CLUSTERS	OCCUPATIONAL PROFILES	ARMED SERVICE INFORMATION	APPRENTICESHIP INFORMATION
4.1. WRITE A LETTER OF APPLICATION FOR A JOB WHICH INTERESTS YOU.													
4.2. WRITE A PERSONAL RESUME.													
4.3. SECURE AND FILL OUT AN APPLICATION BLANK FOR A JOB WHICH INTERESTS YOU.													
4.4. ENGAGE IN A SIMULATED JOB INTERVIEW WITH ANOTHER STUDENT.													
4.5. SECURE AND FILL OUT A SOCIAL SECURITY APPLICATION FORM.													
4.6 SECURE AND FILL OUT AN EMPLOYEE'S WITHHOLDING EXEMPTION FORM.													

CAREER ACTIVITIES

	CLUSTER GUIDES	CIS. NEEDLE SORT	OCC. OUTLOOK HANDBOOK	ENCYCLOPEDIA OF CAREERS	DICTIONARY OF OCC. TITLES	HANDBOOK OF JOB FACTS	EMPLOYMENT SERVICE BULLETINS	COLLEGE CATALOGS	H. S. CATALOGS	H. S. CLUSTERS	OCCUPATIONAL PROFILES	ARMED SERVICE INFORMATION	APPRENTICESHIP INFORMATION
5.1. ASK A TEACHER OR EMPLOYER TO RATE YOU ON THE QUALITY AND QUANTITY OF WORK YOU PRODUCE. REPORT THE RATING IN WRITING.													
5.2. DESCRIBE, IN WRITING, HOW YOU FEEL YOU SHOULD TREAT OTHERS AND THEIR PERSONAL PROPERTY.													
5.3. DESCRIBE IN WRITING HOW YOU FEEL ABOUT: a) GETTING TO SCHOOL OR WORK ON TIME, b) TAKING COKE BREAKS, c) LEAVING SCHOOL OR WORK EARLY, AND d) NOT SHOWING UP FOR SCHOOL OR WORK.													
5.4. ASK A TEACHER OR EMPLOYER TO RATE YOUR ATTITUDE AND COOPERATION TOWARD SCHOOL OR WORK ASSIGNMENTS. REPORT THIS RATING IN WRITING.													
5.5. ASK YOUR CLASSMATES OR FELLOW-WORKERS TO TELL YOU WHAT KIND OF A TEAM MEMBER YOU ARE WHEN WORKING ON A GROUP PROJECT. REPORT THE RESULTS IN WRITING.													
5.6. DESCRIBE, IN WRITING, WHAT YOU FEEL YOU OWE AN EMPLOYER, TEACHER, OTHER STUDENTS, OR FELLOW-WORKERS.													

CAREER ACTIVITIES

	CLUSTER GUIDES	CIS. NEEDLE SORT	OCC. OUTLOOK HANDBOOK	ENCYCLOPEDIA OF CAREERS	DICTIONARY OF OCC. TITLES	HANDBOOK OF JOB FACTS	EMPLOYMENT SERVICE BULLETINS	COLLEGE CATALOGS	H. S. CATALOGS	H. S. CLUSTERS	OCCUPATIONAL PROFILES	ARMED SERVICE INFORMATION	APPRENTICESHIP INFORMATION
16.1. EXPLAIN, IN WRITING, HOW SUPPLY AND DEMAND OF AVAILABLE WORKERS AND PRODUCTS AFFECTS COSTS.													
16.2. DESCRIBE, IN WRITING, AT LEAST THREE THINGS WHICH INFLUENCE THE SUCCESS OR FAILURE OF A BUSINESS.													
16.3. DESCRIBE, IN WRITING, HOW BUSINESS AND PERSONAL PRODUCTIVITY ARE RELATED.													
16.4. DESCRIBE, IN WRITING, THE WAYS IN WHICH GOVERNMENT INFLUENCES PRIVATE ENTERPRISE.													
16.5. LIST AT LEAST THREE THINGS TO KEEP IN MIND WHEN PURCHASING CONSUMER GOODS SO YOU WILL GET THE BEST QUALITY FOR A REASONABLE PRICE.													
16.6. DESCRIBE FIVE BASIC STEPS IN THE COLLECTIVE BARGAINING PROCESS.													

ASHLAND

Your Name_____

STUDENT PERFORMANCE RECORD
CAREERS

DIRECTIONS:

As work sheets are completed, have them checked and signed by the teacher.

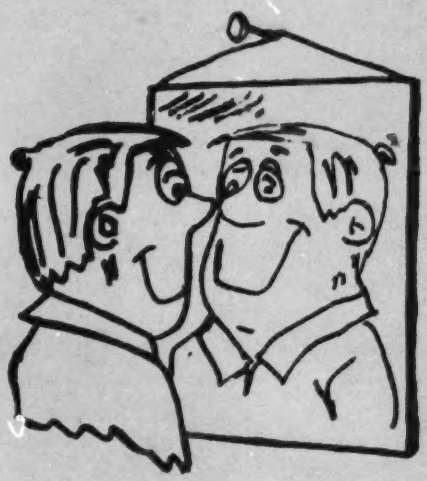
TEACHER INITIAL	SHEET #	TITLE
_____	1	Self Appraisal (A Beginning)
_____	2	Job Interests
_____	3	Occupational Interest Areas
_____	4	Job Duties
_____	5	Preparation Requirements
_____	6	Things You Like Most
_____	7	Things You Like Least
_____	8	Personal Data Sheet (Resume)
_____	9	Job Application
_____	10	Preparing for a Job Interview
_____	11	Social Security Application
_____	12	Self-Appraisal (Follow-Up)

Project #50-004-069

Your Name _____

TITLE:

Self Appraisal (A Beginning).



INTRODUCTION:

Do you really know much about your job skills and knowledge, attitudes, and work habits? This activity will help you identify areas that need improvement.

OBJECTIVE:

Using the attached form, you will perform a self appraisal and identify areas which are in need of improvement.

ACTIVITY:

Directions

Evaluate yourself as a worker by using the following checklist.* Place a check (X) mark in the block which most nearly describes your characteristics as a worker.

QUALITY OF WORK PRODUCED	Very poor	Poor	Slightly below standard	Acceptable quality	Very good	Exceptional quality
QUANTITY OF WORK PRODUCED	Very low	Low	Slightly under average	Slightly over average	Well over average	Extremely high
KNOWLEDGE OF JOB SKILLS	Almost none	Very limited	Somewhat lacking	Fairly good	Very good practically all phases	Exceptional knowledge all phases
ATTITUDE AND COOPERATION	Always in trouble	Frequently in trouble	Always holds back	Usually cooperates	Never holds back	Active cooperation
ATTENDANCE	Very irregular	Poor	Slightly under group average	Slightly over group average	Well over group average	Almost perfect
INITIATIVE	Very low	Requires constant supervision	Requires frequent supervision	Somewhat resourceful	Very resourceful	Extremely resourceful, self-reliant

REMARKS _____

_____

_____

Date _____ Rated by _____

*Checklist adapted from *Sourcebook of Personnel Forms*, Natl. Foremen's Institute, Inc.

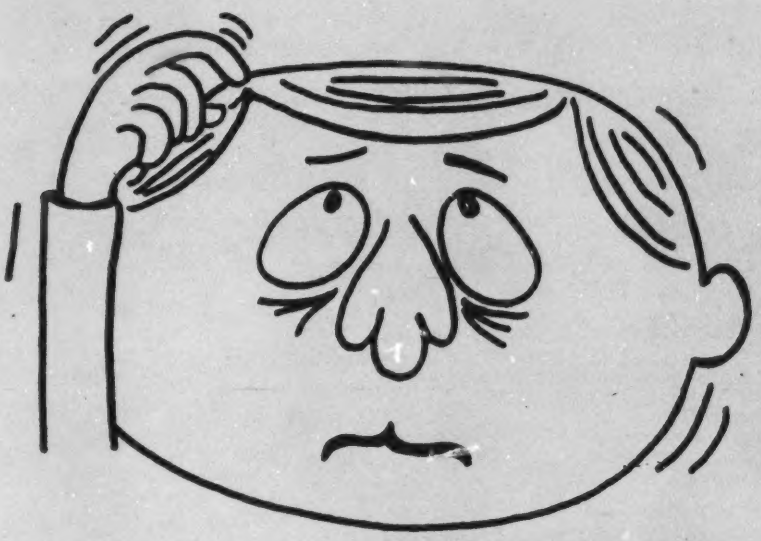
Be sure to discuss this evaluation with others. Get their reactions to your self analysis. Record their comments

Project #50-004-069

Your Name _____

TITLE:

Job Interests.



INTRODUCTION:

You can begin to understand the world of work by identifying some occupational interest areas.

OBJECTIVE:

To list at least five occupational interest areas.

RESOURCES:

Needle Sort.

ACTIVITY:

List at least three occupational areas in which you have an interest (Example: Photography).

1. _____ DOT # _____

2. _____ DOT # _____

3. _____ DOT # _____

Your Name _____

TITLE:

Occupational Interest Areas.

INTRODUCTION:

You can learn more about the world of work by identifying occupations in areas of your own interest.

OBJECTIVE:

To list at least two occupations for each area discovered in the needle sort.

RESOURCES:

Encyclopedia of Careers.

Employment Service Bulletins.

Career Cluster Guides.

Audio Visual Materials.

ACTIVITY:

A. List the name of one area discovered in the needle sort. _____
List the names of two related jobs.

1. _____ DOT # _____
2. _____ DOT # _____

B. List the name of another area discovered in the needle sort. _____
List the names of two related jobs.

1. _____ DOT # _____
2. _____ DOT # _____

C. List the name of another area discovered in the needle sort. _____
List the names of two related jobs.

1. _____ DOT # _____
2. _____ DOT # _____

Project #50-004-069

Your Name _____

TITLE:

Job Duties.

INTRODUCTION:

You can learn more about jobs by studying the duties performed by workers.

OBJECTIVE:

To list at least five duties performed by a worker in a job of your choice.

RESOURCES:

Encyclopedia of Careers.

Workers.

Employment Service Bulletins.

Career Cluster Guides.

ACTIVITY:

1. Write the name of the job here: _____ DOT # _____

2. List at least five duties performed by a worker in that job.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

Project #50-004-069

Your Name _____

TITLE:

Preparation Requirements.

INTRODUCTION:

Training requirements for jobs are becoming more rigid than ever before. People have dreams of jobs in which they would like to work, but many times they fail to understand the training requirements necessary to perform that job. This activity will help you to understand the requirements for the job of your choice.

OBJECTIVE:

Using appropriate resources, list the specific training requirements for a job of your choice.

RESOURCES:

Dictionary of Occupational Titles.
People in the job area.
Encyclopedia of Careers.
Occupational Outlook Handbook.
Audio visuals.

ACTIVITY:

Occupation Selected: _____ DOT #_____

1. Age requirement

   _____

2. Education requirement

   _____

3. Special aptitudes

   _____

4. Physical requirements

   _____

5. Schools where training may be obtained

   _____

Project #50-004-069

Your Name_____

TITLE:

Things You Like Most.

INTRODUCTION:

Your choice of a job should be, in part, based upon your interests. A worker interested in his job will have a good chance for success. Have you ever stopped to consider what you like to do best?

OBJECTIVE:

To write out those things you like most.

RESOURCE:

You!

ACTIVITY:

List those things that attract you to the jobs you have identified with the needle sort.

1. **Occupation Selected:** _____ **DOT #**_____

2. **Occupation Selected:** _____ **DOT #**_____

3. **Occupation Selected:** _____ **DOT #**_____

Project #50-004-069

Your Name _____

TITLE:

Things You Like Least.

INTRODUCTION:

Your choice of a job should be, in part, based upon your likes and dislikes. You will not be happy in a job which requires you to do things which you dislike.

OBJECTIVES:

To write out those things you like least.

RESOURCES:

You!

ACTIVITY:

List those things which you do not like about the jobs you identified with the needle sort.

1. **Occupation Selected:** _____ **DOT #** _____

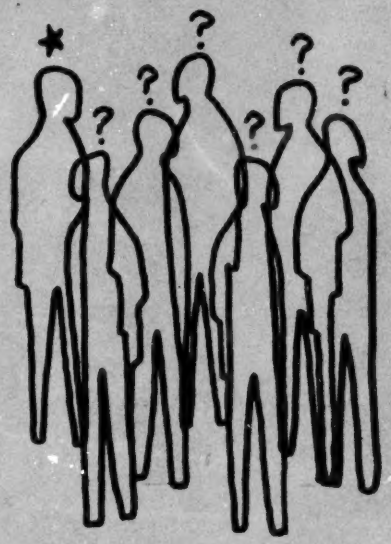
2. **Occupation Selected:** _____ **DOT #** _____

3. **Occupation Selected:** _____ **DOT #** _____

Your Name_____

TITLE:

Personal Data Sheet (Resume).



INTRODUCTION:

Before a person writes out a personal resume or fills out a job application, a personal data sheet should be completed. A personal data sheet should include past job experiences, educational background, and family background.

OBJECTIVE:

To write out a personal data sheet which includes past job experiences, educational background, and family background.

EXAMPLE:

Work Experience

Service Station Attendant	June, 1965 - September, 1966

Educational Background

Smith Elementary School	September, 1954 - June, 1960
Jock Junior High School	September, 1960 - June, 1963
Horseshoe High School	September, 1963 - June, 1966

Family Background

Mother	Housewife
Father	Sanitary Engineer
Brothers:	
Mutt	College Student
Jeff	Shoe Salesman

Project #50-004-069

Your Name_____

Personal Data Sheet.

ACTIVITY:

Write out a personal data sheet (Resume).

Work Experience Dates

Educational Background Dates

Family Background Job Title

Project #50-004-069

Your Name_____

TITLE:

Job Application.

INTRODUCTION:

Whenever a person interviews for a job, a job application blank is filled out. If the application is not neat and accurate, your chances of getting a job interview are very slim.

OBJECTIVE:

To fill out a job application blank as neatly and clearly as possible.

DIRECTIONS:

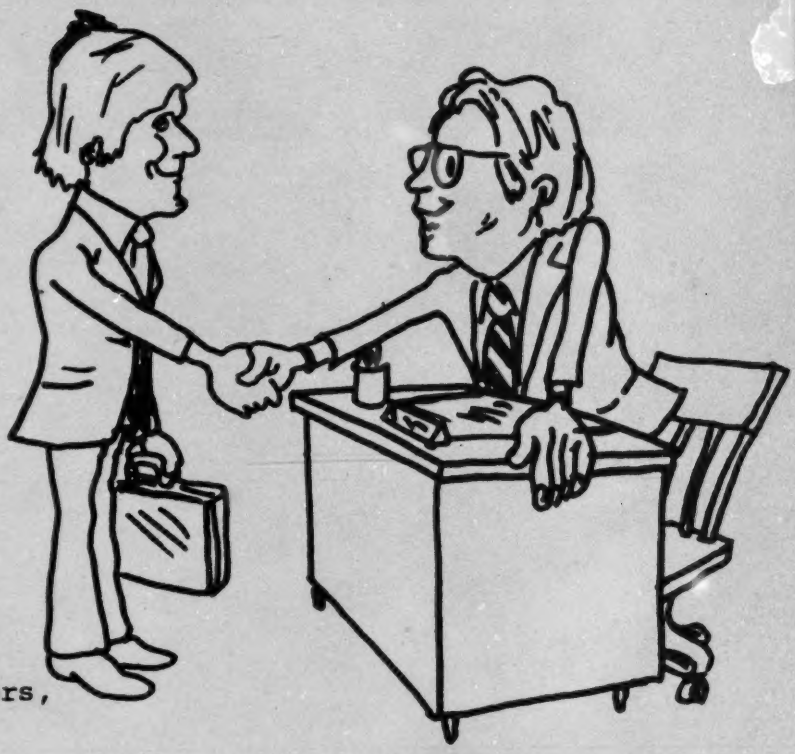
Fill out the attached job application blank and hand it in to your instructor for evaluation.

Project #50-004-069

Your Name_____

TITLE:

Preparing for a Job Interview.



INTRODUCTION:

Before a person gets a job, a personal interview with the employer is necessary. A poor interview can mean no job; whereas, a good interview can mean getting the job.

OBJECTIVE:

To list the do's and don'ts for a job interview.

RESOURCE:

Interviews with parents, counselors, and employers.

EXAMPLE:

Do

Dress neatly and groom cleanly.
Arrive on time.

Don't

Be late for an interview.
Be too overconfident.

ACTIVITY:

Write out the do's and don'ts of a job interview below.

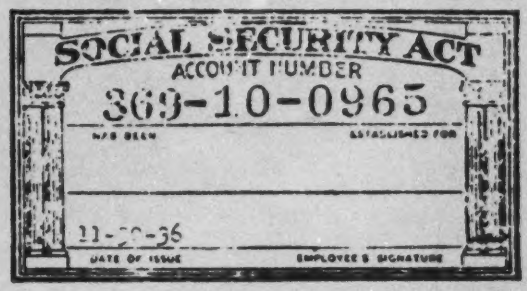
Do's	Don'ts

Project #50-004-069

Your Name _____

TITLE:

Social Security Application.



INTRODUCTION:

Government regulations require all workers secure a social security account number. Before entering the workforce, you too will have to establish an account number. It will remain with you all your life. During this activity, you will get and fill out a social security application blank.

OBJECTIVE:

1. To secure a social security application form from your local social security office of post office.

2. To complete the application form neatly and accurately, as directed, and submit it to your teacher for assessment.

3. Upon approval, to send this form to your nearest social security administration district office.

EXAMPLE FORM:

Use this form for practice before filling out the real form.

APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—If none, draw line—) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County, if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR (Month) (Day) (Year) DATE OF BIRTH

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY RAILROAD OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

Project #50-004-069

Self Appraisal (Follow-Up).

INTRODUCTION:

Early in the year, you performed a self appraisal. By performing another self appraisal, you will be able to make some comparisons. This activity will enable you to make these comparisons.

OBJECTIVE:

1. Using the attached form, you will perform a self appraisal.
2. By looking at the original appraisal and the one just completed, you will make comparisons of before/after.

Your Name _____

ACTIVITY:

Directions

Evaluate yourself as a worker by using the following checklist.* Place a check (X) mark in the block which most nearly describes your characteristics as a worker.

QUALITY OF WORK PRODUCED	Very poor	Poor	Slightly below standard	Acceptable quality	Very good	Exceptional quality
QUANTITY OF WORK PRODUCED	Very low	Low	Slightly under average	Slightly over average	Well over average	Extremely high
KNOWLEDGE OF JOB SKILLS	Almost none	Very limited	Somewhat lacking	Fairly good	Very good practically all phases	Exceptional knowledge all phases
ATTITUDE AND COOPERATION	Always in trouble	Frequently in trouble	Always holds back	Usually cooperates	Never holds back	Active cooperation
ATTENDANCE	Very irregular	Poor	Slightly under group average	Slightly over group average	Well over group average	Almost perfect
INITIATIVE	Very low	Requires constant supervision	Requires frequent supervision	Somewhat resourceful	Very resourceful	Extremely resourceful, self-reliant

REMARKS _____

_____

_____

Date _____ Rated by _____

*Checklist adapted from *Sourcebook of Personnel Forms*, Natl. Foremen's Institute, Inc.

Be sure to discuss this evaluation with others. Get their reactions to your self analysis. Record their comments

MAZAMA MID-HIGH SCHOOL
KLAMATH FALLS

Your Name _____

TITLE:

Career Opportunities.

OBJECTIVE:

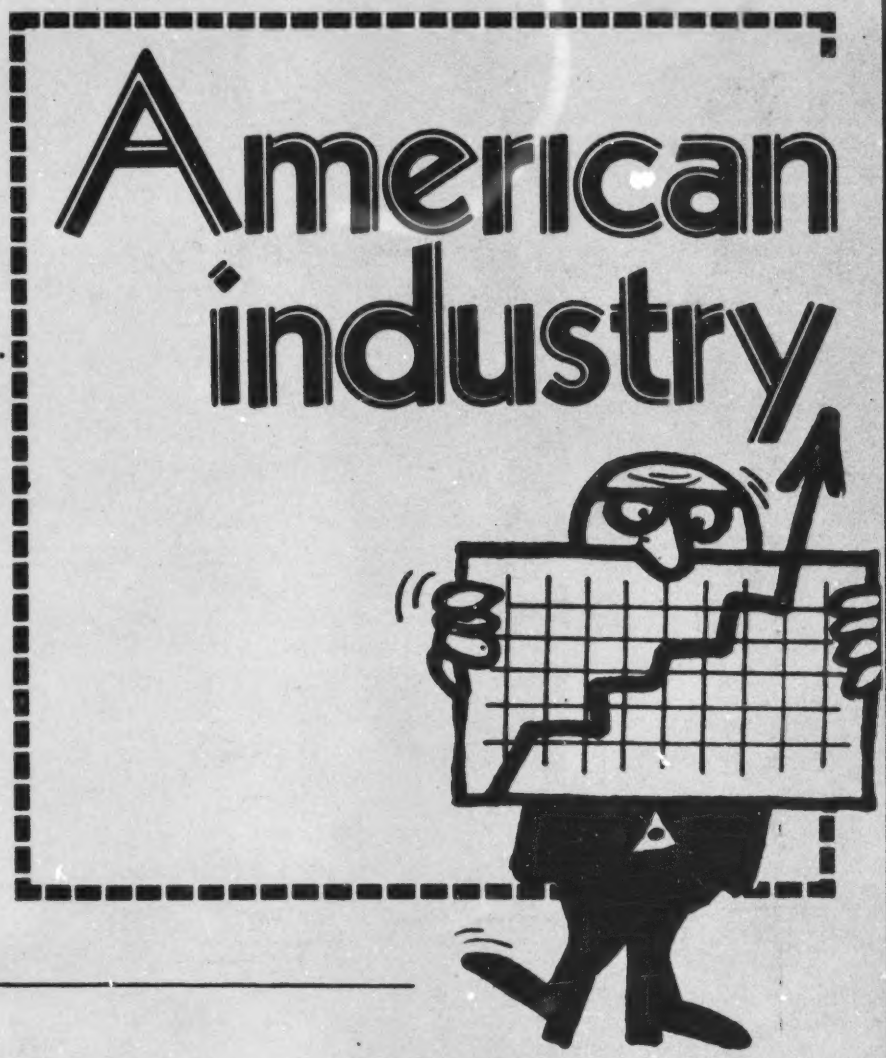
To list at least five career opportunities in a selected industry.

RESOURCES:

Employment Service Bulletins.

Occupational Outlook Handbook.

Encyclopedia of Careers.



ACTIVITY:

Name of Industry: _____

Career Opportunities:

1. _____

2. _____

3. _____

4. _____

5. _____

Project #50-004-069

Your Name _____

TITLE:

Team Work.

OBJECTIVE:

To list at least five things you must do to be a successful member of a team which produces an end product.

RESOURCES:

Your Classmates.

Workers.

ACTIVITY:

List at least five things you must do to be a successful member of a work team.

1. _____

2. _____

3. _____

4. _____

5. _____

Project #50-004-069

Your Name_____

TITLE:

Attitude Assessment.

OBJECTIVES:

To list your attitudes toward work.

RESOURCES:

You!

ACTIVITY:

Write the answer to each question in the proper blank.

1. **What quality and quantity of work do you feel you owe your employer?**

2. **How do you feel about getting to school or work on time?**

3. **How do you feel about going to school or work each day?**

4. **To whom does a worker owe greatest allegiance: himself, other workers, customers, or the employer? Explain.**

Project #50-004-069

Your Name_____

TITLE:

The Work Day.

OBJECTIVE:

To describe the working day of a selected worker.

RESOURCES:

Interview a worker.

ACTIVITY:

1. Interview a friend, neighbor, or family member who is employed in a full-time job and find out what he does during one work day.

2. Describe the work day below.

Project #50-004-069

Your Name _____

TITLE:

Worker Profile.

OBJECTIVE:

To describe a worker employed in a job of your choice.

RESOURCES:

Occupational Outlook Handbook.

Encyclopedia of Careers.

Handbook of Job Facts.

Employment Service Bulletins.

A worker.

ACTIVITY:

1. Write the name of the job here: _____

2. Describe the worker below.

   a. What must the worker know?

   b. What does the worker do?

   c. Is the work performed indoors or outdoors?

   d. Does the work require special physical abilities?

Project #50-004-069

Your Name_____

TITLE:

People and Manufacturing.

OBJECTIVE:

To describe how people coordinate facilities and movement of goods through an entire manufacturing cycle.

RESOURCES:

World of Manufacturing.

Visit to manufacturing plant.

ACTIVITY:

Write a description of how people help coordinate facilities and movement of goods through an entire manufacturing cycle.

Project #50-004-069

Your Name_____

TITLE:

People/Mass Production.

OBJECTIVE:

To describe the importance of people to mass production.

RESOURCES:

World of Manufacturing.

ACTIVITY:

Write a description telling how important people are to mass production activities.

Project #50-004-069

Your Name _____

TITLE:

Earnings.

OBJECTIVES:

To list the salary range for a job of your choice.

RESOURCES:

Interview a worker.

Employment Service Bulletins.

Occupational Outlook Handbook.

ACTIVITY:

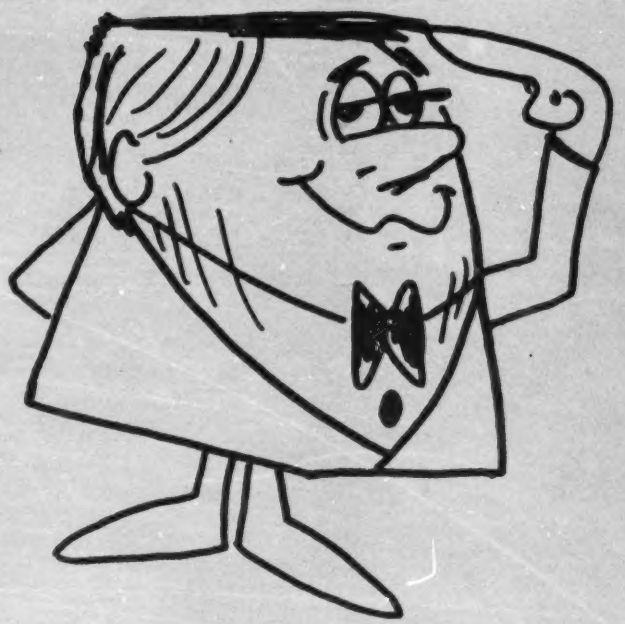
1. List the name of the job: _____
2. List the beginning salary: _____
3. List the top salary: _____

Project #50-004-069

Your Name _____

TITLE:

This Course and Employment.



OBJECTIVE:

To describe at least three ways in which information presented in this course relates to major employment areas.

RESOURCES:

Workers.

Employers.

Occupational Outlook Handbook.

Encyclopedia of Careers.

ACTIVITY:

List at least three ways in which the information presented in this class is used in major areas of employment.

1. _____

2. _____

3. _____

Project #50-004-069

Your Name_____

TITLE:

Occupation Description.

OBJECTIVE:

To write out an occupational description for a job of your choice.

RESOURCES:

Occupational Outlook Handbook.

Encyclopedia of Careers.

Handbook of Job Facts.

Employment Service Bulletins.

ACTIVITY:

1. Write the name of the job here: _____

2. Write the occupational description below.

Project #50-004-069

PONDEROSA JUNIOR HIGH SCHOOL
KLAMATH FALLS

Your Name_____

TITLE:

Printing Processes/Jobs.

OBJECTIVE:

To list four basic kinds of printing and four jobs which relate to these processes.

RESOURCES:

Interview a printer.

Graphic communications.

ACTIVITY:

1. List four basic kinds of printing.

   a._____

   b._____

   c._____

   d._____

2. List four jobs related to these processes.

   a._____

   b._____

   c._____

   d._____

Your Name_____

TITLE:

Jobs in Power.

OBJECTIVE:

To identify a job in a power-related area and list at least five job tasks performed by workers in that job.

RESOURCES:

Workers.

Industrial Mechanics Career Cluster Guide.

ACTIVITY:

1. List the job: _____

2. List at least five job tasks performed by workers in that job.

   a.

   b.

   c.

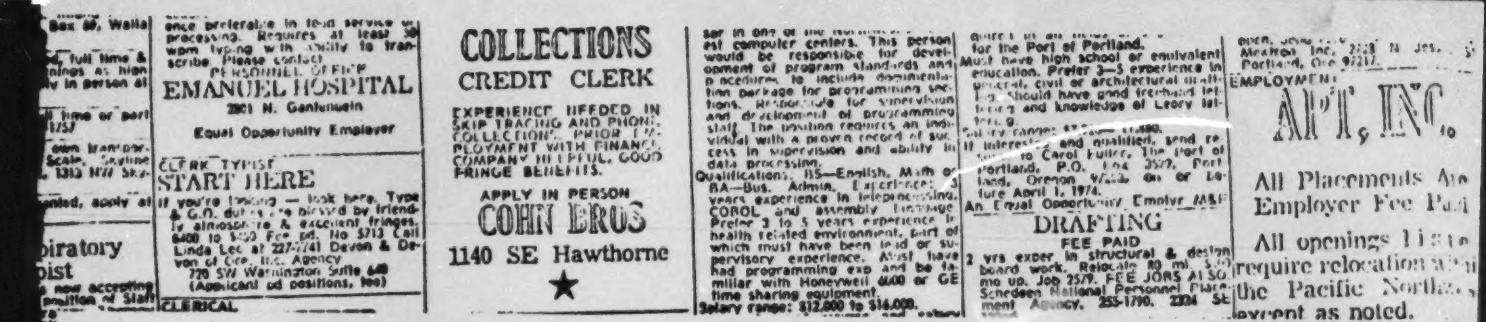
   d.

   e.

QUESTION:

Would you like to do these kinds of tasks in a job? Explain your answer.

Project #50-004-069



COLLECTIONS
CREDIT CLERK
EXPERIENCE NEEDED IN SKIP TRACING AND PHONE COLLECTION. PRIOR EMPLOYMENT WITH FINANCE COMPANY HELPFUL. GOOD FRINGE BENEFITS.
APPLY IN PERSON
COHN BROS
1140 SE Hawthorne

EMANUEL HOSPITAL
2801 N. Gantenbein
Equal Opportunity Employer

CLERK TYPIST
START HERE

DRAFTING
FEE PAID

APT, INC.
All Placements Are Employer Fee Paid

All openings require relocation within the Pacific Northwest as noted.

Your Name_____

TITLE:

Help Wanted Scrapbook.

OBJECTIVE:

To construct a scrapbook of help wanted advertisements taken from local and regional newspapers.

ACTIVITY:

1. Select several jobs which interest you and cut out help wanted advertisements for these jobs.
2. Paste them on 8½ x 11" paper and staple the sheets to this page.
3. Keep this scrapbook up-to-date for two weeks.

Project #50-004-069

ACCOUNTANT

SALES ENGINEERS
$12 to 20,000

COMPUTER PROGRAMMER

CONSTRUCTION REPAIR SUPERVISOR

CONTRUCTION SUPERINTENDENT

ALSO NEEDED ARE—

DICTAPHONE TYPIST

DIE CASTER

DIRECTOR, Respiratory Therapy.

ELECTRICIAN JOURNEYMAN

PRESIDENT

Your Name_____

TITLE:

Letter of Application.

Introduction

A well-written letter of application will do much to get you a personal job interview. The letter should be well organized, neatly written or typed, and short and to the point.

Objective

To write a letter of application for a job which interests you. The letter will:

1. Describe where you learned of the job and the job title.
2. Tell that you wish to be considered for the job.
3. Explain how your educational and work experiences will help in this job.
4. Include some references.
5. Ask for a personal interview.
6. Give your home telephone number.

Example

Mr. James Arnt
Personnel Director
Apex Company
Hometown, USA

Dear Sir:

I am writing in response to your advertisement in the Daily Gazette for a salesclerk. I wish to be considered for this job.

At the end of this month, I will graduate from Hometown High School. During the past two years, I have been enrolled in distributive education courses. My grades in sales, bookkeeping, merchandising, and typing have all been above average.

I have also participated in the cooperative work experience program and have worked half-days at Benson's Apparel. During the holidays and the past two summers, Mr. Benson has employed me as a salesgirl.

I would like to meet with you at your convenience for an interview. My home telephone is 964-0513.

Thank you,

Sheryl Banes

Sheryl Banes

Project #50-004-069

Your Name_____

TITLE:

Work Rules.

OBJECTIVE:

To list at least four work rules which a selected employer expects his workers to follow.

RESOURCES:

Interview an employer.

ACTIVITY:

Interview an employer and ask him what rules he expects his workers to follow.

Your Name_____

TITLE:

Fuel Shortage/Local Jobs.

OBJECTIVE:

To list changes in local jobs which have resulted because of the fuel shortage.

RESOURCES:

Local workers.

Employment office.

ACTIVITIES:

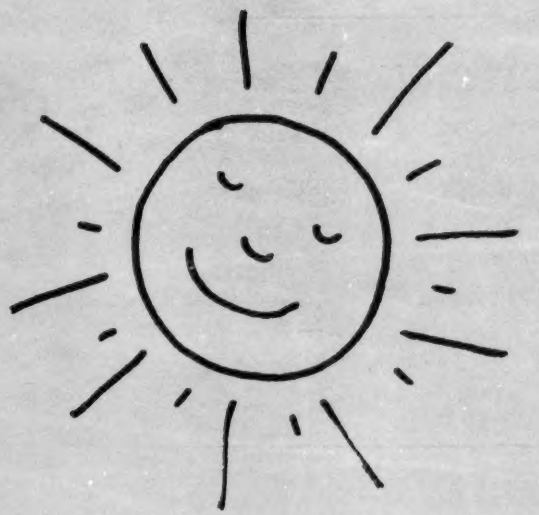
List changes in the local job market which have resulted because of the fuel shortage.

Project #50-004-069

Your Name_____

TITLE:

New Sources of Power



OBJECTIVE:

To list at least two new areas of power which are being developed across the country and jobs which are being affected by these new sources.

RESOURCES:

Newspapers.

Employment Service Bulletins.

ACTIVITIES:

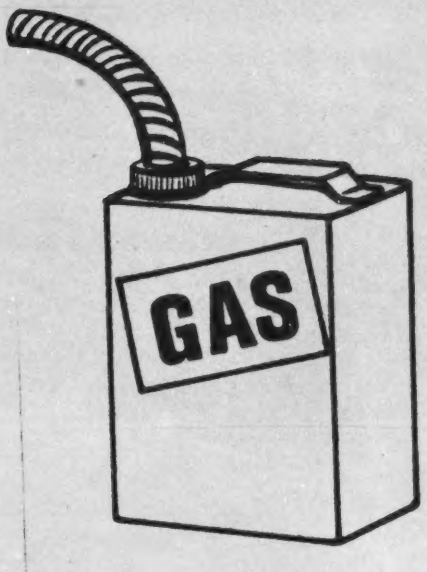
To list two new areas of power and jobs which are being affected by these new sources.

Project #50-004-069

Your Name_____

TITLE:

Energy Crisis.



OBJECTIVE:

To list at least three effects the energy crisis has had upon the national job market.

RESOURCES:

Newspapers.

ACTIVITIES:

List three effects the energy crisis has had upon the national job market.

Project #50-004-069

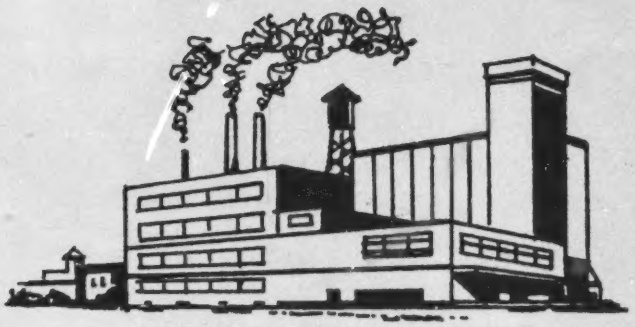
Your Name _____

TITLE:

Careers in Industry.

OBJECTIVE:

To identify at least five jobs in a selected industry.



EXAMPLE:

Jobs in the Graphic Arts Industry:

1. **Photographer.**
2. **Draftsman.**

RESOURCES:

Occupational Outlook Handbook.

Encyclopedia of Careers.

Employment Service Bulletins.

ACTIVITY:

1. **Select an industry which interests you.**
2. **Write the name of the industry here:** _____
3. **Write the names of five jobs in this industry.**
   - **a.**
   - **b.**
   - **c.**
   - **d.**
   - **e.**

QUESTION:

Which of these jobs interest you? Why? Explain your answer.

PHILOMATH

Your Name_____

TITLE:

Things You Like Least.

INTRODUCTION:

Your choice of a job should be, in part, based upon your likes and dislikes. You will not be happy in a job which requires you to do things which you dislike.

OBJECTIVES:

To write out those things you like least.

RESOURCES:

You!

ACTIVITY:

List those things which you do not like about the jobs you identified with the needle sort.

1. Occupation Selected: _____ DOT #_____

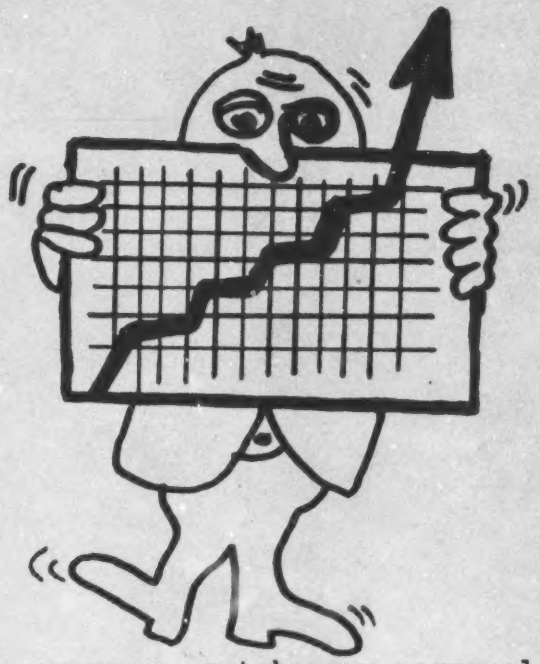
2. Occupation Selected: _____ DOT #_____

3. Occupation Selected: _____ DOT #_____

Your Name_____

TITLE:

Career Fields



OBJECTIVE:

To match personal characteristics with several occupations in chosen career fields.

RESOURCE:

Career Information System (CIS).
Occupational Outlook Handbook.
Employment Service Bulletins.

ACTIVITY:

Using the Career Information System or other resource, match your personal characteristics and preferences with five occupations.

Personal Characteristics	Jobs
Physical limitations.	
Location.	
Sex.	
Education and training.	
Aptitudes.	
Interest.	
Earnings you would like.	

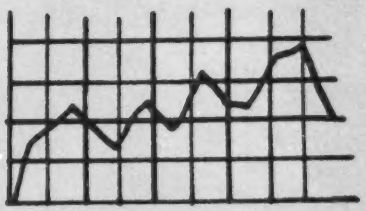
Project #50-004-069

Your Name_____

TITLE:

Future Employment Opportunities.

OBJECTIVE:



List future employment opportunities for careers which interest you.

RESOURCES:

Career Information System (CIS).
Occupational Outlook Handbook.
Employment Service Bulletins.

ACTIVITY:

Using the Career Information System or other resource, identify future employment opportunities for careers which interest you. List the projected employment needs for five jobs.

	Name of Job	Employment Needs
1.		
2.		
3.		
4.		
5.		

QUESTION:

Which job interests you most? Why? Explain your answer.

Project #50-004-069

Your Name_____

TITLE:

Two-Year, Specialized Schooling.

OBJECTIVE:

To identify at least five jobs which require two years of specialized training.

RESOURCES:

Career Information System (CIS).
Employment Service Bulletins.
Occupational Outlook Handbook.
Encylcopedia of Careers.

ACTIVITY:

Using the Career Information System or other resource, list the names of five jobs which require two years of specialized schooling or training.

1.

2.

3.

4.

5.

QUESTION:

Which of these jobs interests you? Why? Explain your answer.

Project #50-004-069

Your Name_____

TITLE:

Apprenticeship.

OBJECTIVE:

To identify at least five careers requiring apprenticeship training.

RESOURCES:

Career Information System (CIS).
Occupational Outlook Handbook.
Encyclopedia of Careers.
Handbook of Job Facts.

ACTIVITY:

Using the Career Information System or other available resource, list the names of at least five jobs requiring apprenticeship training.

1.

2.

3.

4.

5.

QUESTION:

Which of these jobs interests you the most? Why? Explain your answer here.

Project #50-004-069

Your Name_____

TITLE:

High School = Jobs.

OBJECTIVE:

To identify at least five jobs which can be entered right out of high school.

RESOURCES:

Career Information System (CIS).
Occupational Outlook Handbook.
Encyclopedia of Careers.
Employment Service Bulletins.
Employers.

ACTIVITY:

Using the Career Information System or other resource, list the names of five jobs which can be entered right out of high school.

1.

2.

3.

4.

5.

QUESTION:

Which of these jobs interest you? Why? Write your answers here.

Project #50-004-069

Your Name_____

TITLE:

Income.

OBJECTIVE:

To identify income potential in a selected career area.

RESOURCES:

Career Information System (CIS).

Occupational Outlook Handbook.

Employment Service Bulletins.

ACTIVITY:

Using the Career Information System or other resource, list the entry level and highest level income for a job which interests you.

1. Job Title: _____
2. Entry Level Income: $_____
3. Highest Income: $_____

QUESTION:

Does this job provide the kind of income you want? Explain your answer.

Project #50-004-069

Your Name_____

TITLE:

Four-Year Job Preparation.

OBJECTIVE:

To identify careers requiring four years of specialized schooling.

RESOURCE:

Career Information System (CIS).
Occupational Outlook Handbook.
Employment Service Bulletins.

ACTIVITY:

Using the Career Information System or other resource, list five careers which require four years of specialized schooling.

List the Careers Here

1.

2.

3.

4.

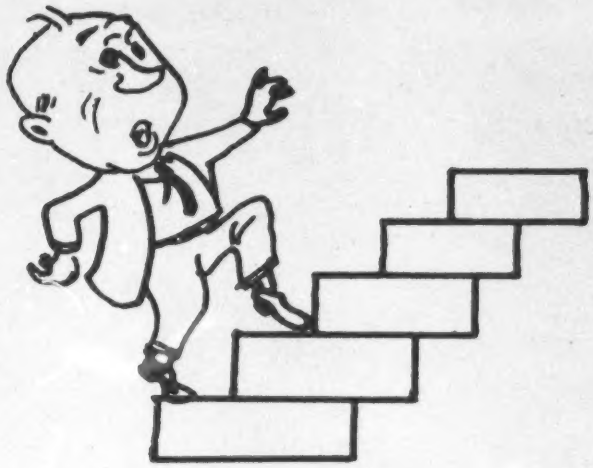
5.

Project #50-004-069

Your Name_____

TITLE:

Hiring Requirements.



OBJECTIVES:

To identify hiring requirements for a selected career area.

RESOURCES:

Career Information System (CIS).
Occupational Outlook Handbook.
Employment Service Bulletins.

ACTIVITY:

Using the Career Information System or other resource, identify hiring requirements for a selected career area. List them below.

Career Area	Hiring Requirements

Project #50-004-069

Your Name_____

TITLE:

Working Conditions.

OBJECTIVE:

To identify working conditions for a selected career area.

RESOURCES:

Career Information System (CIS).
Occupational Outlook Handbook.
Employment Service Bulletins.

ACTIVITY:

Using the career information system or other resource, list the working conditions for a selected career.

Name of Career	Working Conditions

Project #50-004-069

Your Name_____

TITLE:

Educational Plan.

OBJECTIVE:

To write out a tentative plan for future education.

RESOURCES:

Career Information System (CIS).
Occupational Outlook Handbook.
Employment Service Bulletins.

ACTIVITY:

Using the Career Information System or other resource, write out a tentative plan for your educational future.

1. Describe your tentative career plans.

2. Describe how you will achieve these plans. Will you go into an apprenticeship program, community college, military, trade school, on-the-job training, or college?

3. What resources do you have or hope to get to help you achieve your goals (money, scholarships, grants, other aid)?

4. List high school courses which will help you achieve your career plans.